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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on the role of vocabulary in reading and learning is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #30

Vocabulary Expansion Improves Reading and Learning

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OVERVIEW

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Vocabulary Expansion Improves Reading and Learning

(All references are fully documented in enclosed bibliography)

by Marge Simic

Lecture

We consider a person's vocabulary to consist of words which have some personal meaning. The words are understood when read in context and used appropriately when spoken or written, even though the individual may not know the dictionary-style definition for them. An important part of becoming a proficient reader is increasing one's vocabulary by learning to identify new words and understand them in context. This process does not require a person to be able to recite the definitions of all these words.

In all the controversy over comprehension pedagogy, there is almost universal agreement that vocabulary knowledge is essential. Research, as stated by Pearson (1984), has consistently shown the close relationship between vocabulary, or knowledge of word meanings, and reading comprehension (Thorndike, 1917; Gray and Holmes, 1938; Davis, 1944; Thurston, 1946; Dale and O'Rourke, 1971; Chall, 1983). A word in a reader's vocabulary indicates that he or she has knowledge, not only of that word, but of related words and concepts as well. This sum of knowledge, represented or indexed by vocabulary, is what enables the reader better to comprehend the text.

While this assumption helps account for the way vocabulary contributes to reading ability, it is also important to realize that reading itself can improve vocabulary (Nagy, Herman, and Anderson, 1985). Competent readers have the ability to pick up new words and their meanings through reading. The relationship between vocabulary and reading comprehension works in both directions. Knowledge of word meanings contributes to one's ability to understand text. However, being able to read well also enables one to learn the meaning of new words.

Students must understand the individual words to be able to put them together into a meaningful whole. Understanding individual words involves at least four separate processes: 1) knowing the meaning of general vocabulary words; 2) inferring the meaning from the context; 3) inferring the meaning from the word parts and applying the concept of definition; and 4) learning content-specific vocabulary.

Knowing the Meaning of General Vocabulary Words

Words must be meaningful to be learned. Research indicates (Dale and O'Rourke, 1971) that teaching words in isolated lists has only a limited value. If words are to be learned for the long term, they must be taught in meaningful contexts and in situations in which they can be used repeatedly.

In the past, many educators assumed that most word meanings were learned through instruction, and so taught the

meanings of most new words before reading. Teachers are still advised in some basal programs to teach the meaning of new vocabulary words before they begin having children read a selection. The logic behind this idea, the "preteaching of vocabulary," is that this knowledge will greatly improve children's ability to comprehend the text.

While preteaching vocabulary can be helpful to comprehension in some instances, such preteaching has to be done carefully and selectively. Particularly if the meanings of new words are taught out of context, preteaching is likely to have little or no effect on comprehension.

There is also a very good reason not to preteach all new vocabulary. Following this procedure may deny children the opportunity to practice working out the meanings of new words on their own from the context of the passage. This certainly does not mean that we should completely abandon direct instruction in word meanings. The meanings of some words can and should be taught directly. But classroom vocabulary instruction should be consciously aimed at teaching children strategies for learning new words in sets, with all the words being related to the same topic. The key is to build on the children's background of the topic, merging the learning of new word meanings with what they already know. The way to do this is to have the children engage in active processing of the new words. We must concentrate on showing how they can understand

and remember the new words by making connections to their background knowledge, and how the new words can be useful in expressing ideas more accurately.

If we want to help children increase their vocabularies for the purpose of becoming competent, school-successful readers, we should try to motivate them to read for information and for pleasure in and outside the classroom. Encourage diversity in reading materials and topics that are at the students' reading level. This exposes students to words in meaningful contexts through which the complete connotation of the words can be understood. Similarly, writing exercises can provide useful incidental opportunities for teaching vocabulary. Students tend to remember words they need in order to express a thought of their own.

As every teacher knows, however, getting excited about words is the key to learning vocabulary. Among the best times to teach vocabulary and foster this excitement are the unplanned moments during the school day when a new word surfaces during instruction. These moments have special value simply because they arise spontaneously and are relevant to the content being discussed. Use them whenever you can!

Inferring the Meaning from the Context

It is not necessary for students to know every word before reading a passage. Some of the new word meanings can be inferred from the context. Indeed, inferring word meanings from the context

is probably the most important vocabulary strategy, since it provides a way for students to continually learn new words.

Probably the best way to diagnose a student's ability to use context clues is to find examples in daily reading assignments. Ask questions to determine whether the student has inferred an appropriate meaning. Teachers may also wish to develop a cloze instrument, which consists of sentences and/or paragraphs with critical words omitted. Students fill in the missing words, either from their own vocabulary or from a list supplied by the teacher. They should be able to use the context to determine what words are missing.

In teaching context-clue use, teachers may wish to take the following approach. Explain the importance of context clues directly. Students should see the connection between any context-clue exercise and real reading. Extend lessons on the use of context clues back into meaningful reading tasks. Point out the author's use of context clues whenever the opportunity arises. Encourage students to guess the meanings of new words in low-risk situations.

Inferring the Meaning from the Word Parts and Applying the Concept of Definition

Knowledge of the meanings of frequently-used word parts can also help students to become independent vocabulary learners. This process has students determine whether a new word is related in meaning or definition to any words they already know. Word parts

are words or letter cluster patterns found in whole words. These word parts have terms such as: affixes, prefixes, suffixes, root words, compound words, contractions, derived forms, inflectional endings, and inflected forms (see Glossary of Terms for definitions). These word parts should never be taught in isolation. Teach them in meaningful groups, and in situations where they will be useful for a real reading selection. Diagnosis should probably be informal. Ask students about the meanings of words that should be understandable from an analysis of their parts.

It is important that we help students to have a good concept of definition. Schwartz and Raphael (1985) point out that when students encounter a word they do not understand, skilled readers have the ability to work out a definition by using context and combining new information with existing background knowledge. Giving students the ability to do the same could contribute to their becoming much better readers.

How can teachers help children develop a concept of definition? Children often first need help in learning about the type of information needed to define a word. Second, they need to know how the information should be organized.

The approach proposed by Schwartz and Raphael centers on the use of simple word maps. To construct an adequate word map, students need to bring together three pieces of information:

1. The class of which the concept is a part: What is it?

2. The properties that distinguish the concept from others in the same class: What is it like?

3. Examples of the concept: What are some examples?

The structure of a word map is shown in Figure 1. Presented in Figure 2 is a completed word map for the concept of "sandwich." In the concept of definition procedure, students teach themselves new word meanings by understanding three categories of information that comprise a definition.

Learning Content-Specific Vocabulary

Problems in content-area reading often result from a lack of knowledge about basic content-area vocabulary. Authors of textbooks sometimes assume that students have more background than they actually do. It does not mean that the students do not have any vocabulary knowledge, but rather that their vocabulary does not match that of the text at this particular point.

Prediction and summary approaches may be very useful strategies in helping children learn the meanings of many new words that are related by topic. It works particularly well with texts on content-area topics. Technical terms in these texts are usually repeated regularly, so the children have the opportunity to encounter them more than once. They are likely then to see how the text will be easier to read and the topic better understood if the terms are added to their vocabulary. The approach, simply described below, has been used with children from third grade on up.

Step 1. Give a brief introduction to the topic, perhaps doing no more than naming it, if the children are likely to be familiar with it. Elicit from the children what they already know about the topic and have them predict the information to be presented in the first segment of text to be read.

Step 2. Have the children read through the text segment silently. As they read, have them write on a separate sheet of paper the words with meanings they do not know or are unsure of. Use text segments of just a paragraph or two for younger children or if the text is on a difficult topic. Older children can be assigned longer segments to read on their own.

Step 3. Ask the children to give an oral summary of the text segment read. Work with the group, modeling the construction of an accurate and concise summary from the different responses given. Teachers may wish to write notes, and then the final summary itself on the board.

Step 4. As the summary is being developed, problem words may also be written on the board. If convenient, group these words by subheadings. Although all words may be discussed, most of the time should be devoted to those related to the main idea of the text. Have children talk about the likely meaning of the words, and then have them return to the text to look at the sentence and paragraph contexts of some of the

problem words. Help children work out the meanings from context in the ways mentioned in the second process of this lecture.

Step 5. Clarify through discussion the context-supported definition of problem words. At this time, teachers may have the children consult a dictionary to prove or disprove their definition. The dictionary is used as a "tool" for seeking additional clarification and/or confirmation of their concept of definition for a particular word.

Step 6. Keep the special terms listed on the board or put them on a piece of chart paper to be displayed and referred to over the period of time the topic is being studied. Encourage the children to use the terms during discussion and in writing reports. When these terms reappear later, be sure the children notice them. If children do not spot them, call the terms to their attention.

A strategy similar to the one described in the article in this packet, "Semantic feature analysis: An interactive strategy for vocabulary development and text comprehension" by Anders and Boss, is semantic mapping. The purpose of the procedure, using a visual display of words, is to help children see relationships among the new words they are learning. A sample of a structure for semantic mapping is shown in Figure 3.

Before beginning the lesson, preview the text and make a list of the important terms the children will be reading, or should know, when studying the topic. The approach described below has been used with children in second grade and up.

Step 1. Introduce the topic you want to use to form the semantic map. Write the topic word at the top of the chalkboard and ask the children to give you some words or phrases they associate with the topic. As they do so, try to group their responses in categories. Figure 4 shows the semantic map that was elicited for the topic "climate" that was used to explain content vocabulary in a basal reader story (adapted from Clouds by Tomie DePaola).

Step 2. When the children have no more to add, ask what further information about the topic they need to know to understand it. Write these questions on the board and then have them read the text, searching for this information.

Step 3. After they have finished reading, have the children use the new terms to add, or to correct items on the map. If the new words are used correctly, the mapping activity may end here. Otherwise, work with the children to recognize the map to better illustrate relationship among the items. Also have them discuss answers to the questions they raised, although perhaps not all questions will have been covered in the text.

Step 4. For an independent assignment, have the children write a summary of the text using the key words from the semantic map. Children who have had experience with teacher-modeled semantic mapping can be encouraged to try to develop maps on their own from material read independently. Maps generated by different children on the same text or topic can be compared during group discussion. The teacher may want to have the children work in groups of three to write a summary of the text using the key words and information in the semantic map. Depending on the ability and background knowledge of the students, and the complexity of the topic or concept, the semantic map may either be very simple or quite elaborate.

A related problem in content-area reading is that students may not realize that common words are being used in a new way. Many words are polysemous, having more than one meaning. Because words are polysemous, they can add to children's comprehension problems. Therefore, we need to help children realize that words are not fixed in meaning. They need to understand that the same word can take on a number of different meanings, depending on the context in which it appears. The instructional implication here is that we need to give children a flexible and open attitude toward meanings, so they will be able to recognize the less common

meanings taken on by words whose primary meanings they already know.

Children do not necessarily attend to context closely enough in order to select the proper meaning of a polysemous word. They often assume that the primary or more common meaning is the one intended, even when the context of the sentence provides clues that a secondary meaning is correct.

The practical implication here is that teachers need to help children develop an awareness that many, if not most, words carry several meanings. Encourage children to take a self-monitoring or critical thinking approach when reading to avoid being confused when knowledge of an uncommon or unexpected word meaning is called for.

In order to provide a richness of vocabulary knowledge, we must have three major goals for vocabulary instruction. First, we want children to have the opportunity to learn the meanings of new words directly, through independent reading, and from instruction. Words are learned through use. Provide ample opportunities for students to use new words in class discussion and written assignments. Second, we want them to learn to derive the meanings of new words to be able to figure out the meanings of words in context. This involves teaching them strategies for working out meanings of new words while they read. And third, we must teach a love of words by modeling it in ourselves and our instruction. Help

children realize the delight, the magic, and the influence words hold, but more important, the unlimited potential vocabulary can provide for reading and learning growth.

affix - prefixes or suffixes

compound - word made of two or more smaller words. Three types: two or more words combined into one word (henhouse, Mayday); hyphenated form (double-park, man-at-arms); two or more words (ice cream, dining room).

contraction - two words made into one by replacing one or more letters with an apostrophe, as *don't*, *we'll*, *couldn't*.

derived form - word form made of root plus prefix or suffix, as *lovely*, *teacher*, *unlike*, *rework*, where addition or prefix or suffix to a root word has changed the word meaning; the new word is derived from another word.

inflected form - word form in which an ending is added to indicate change in use, grammatical changes as in number (s in boys), tense (ed in looked), case ('s in girl's to show possession), comparison (er or est in larger or largest).

inflectional ending - the ending (as ed, s, 's, es, er, est, ing) added to a word to show selected inflectional changes (case, number, tense, comparison).

prefix - meaningful unit of one or more syllables added to word beginning to make a new word, as *un* added to *lock* to make *unlock* or *re* added to *test* to make *retest*.

root - word in its simplest form; a base word.

structural analysis - analysis of a word in terms of its structure. Identifying word through use of roots, inflectional endings, contractions or compounds.

Figure 1

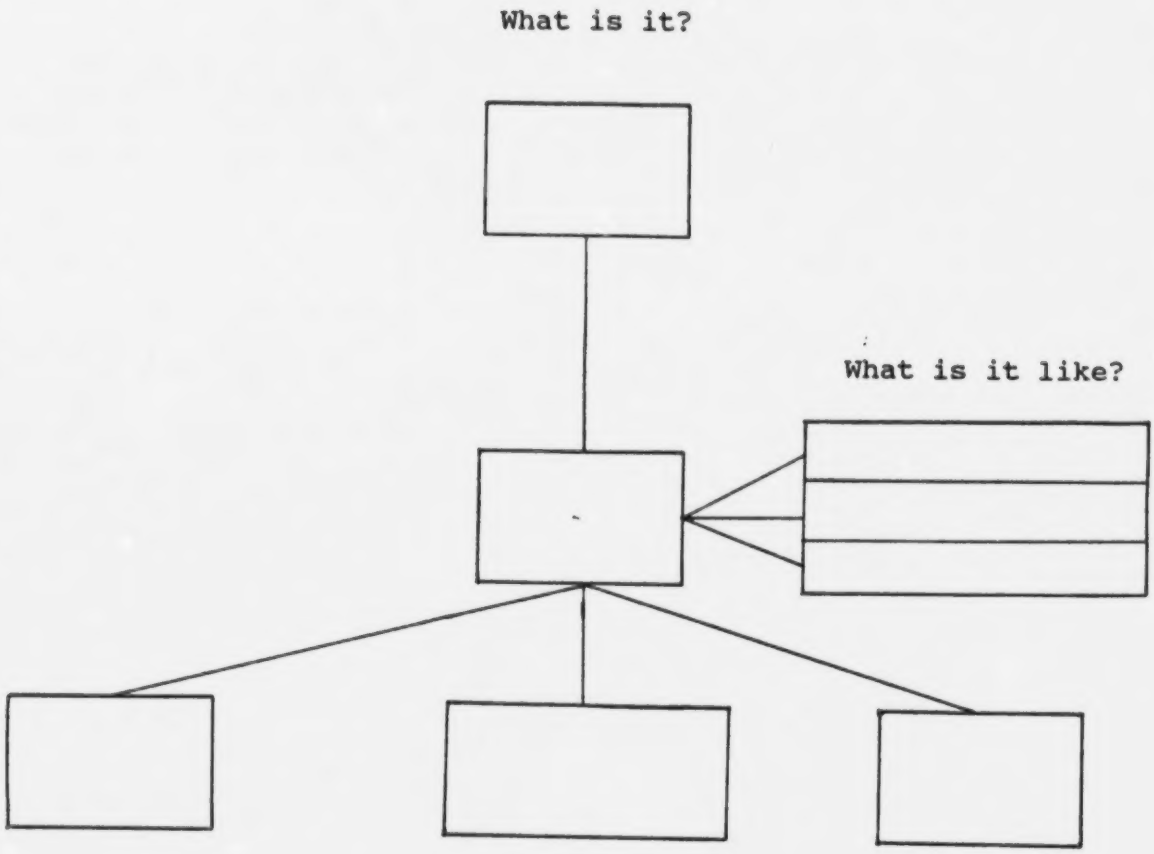
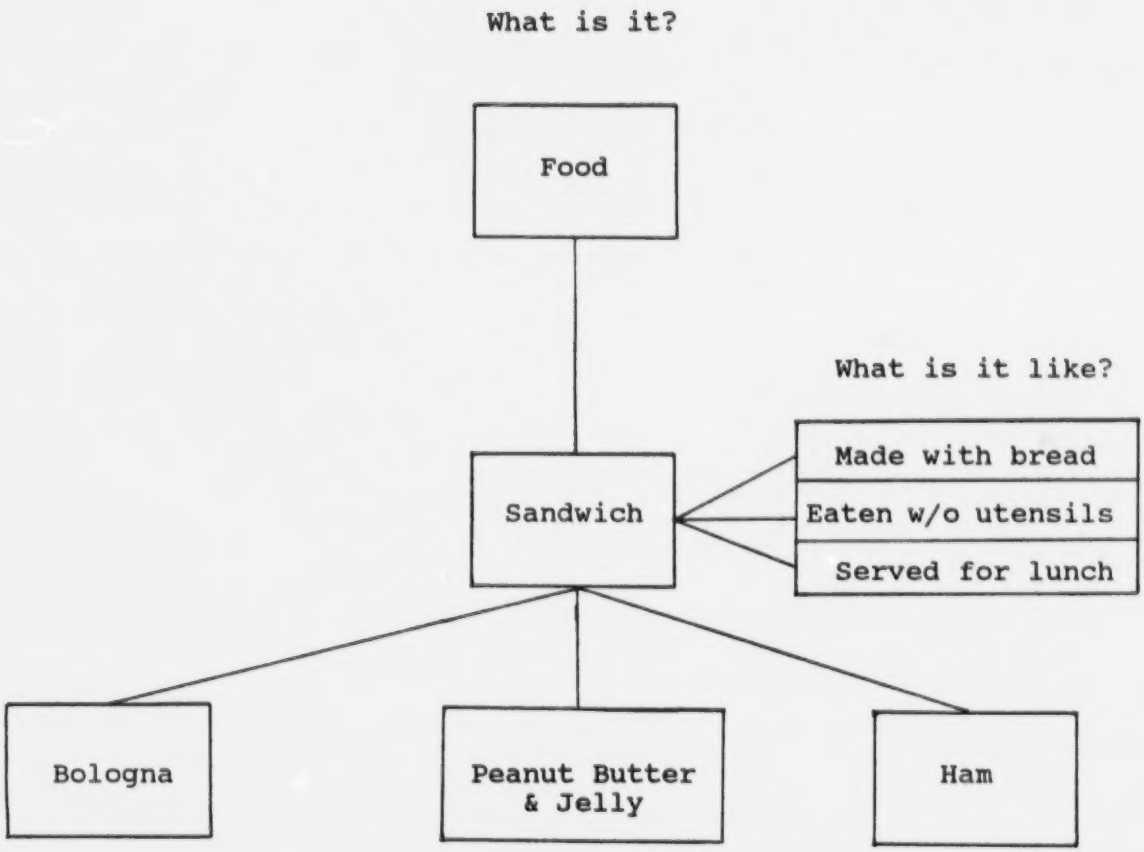


Figure 2



What are some examples?

Figure 3

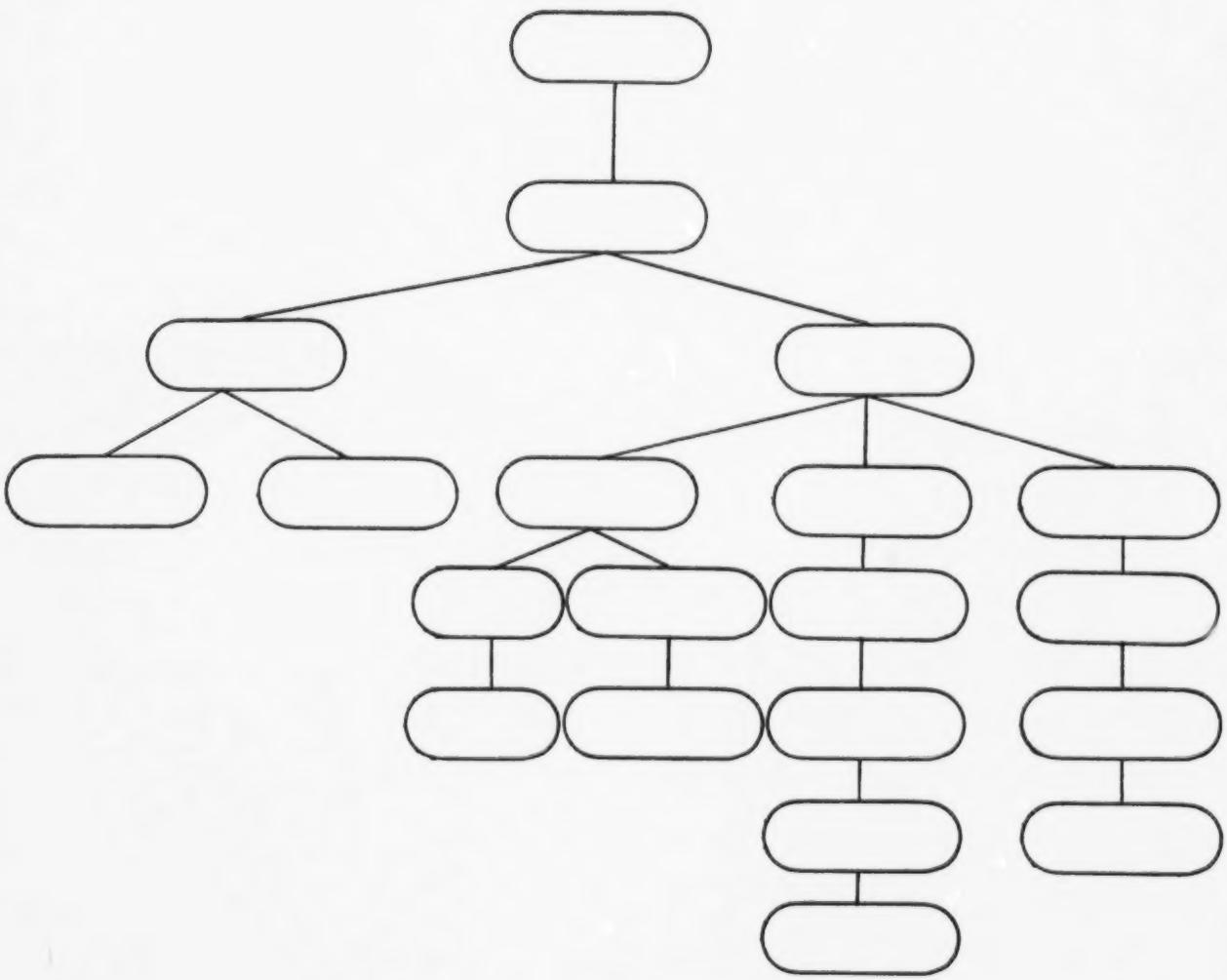
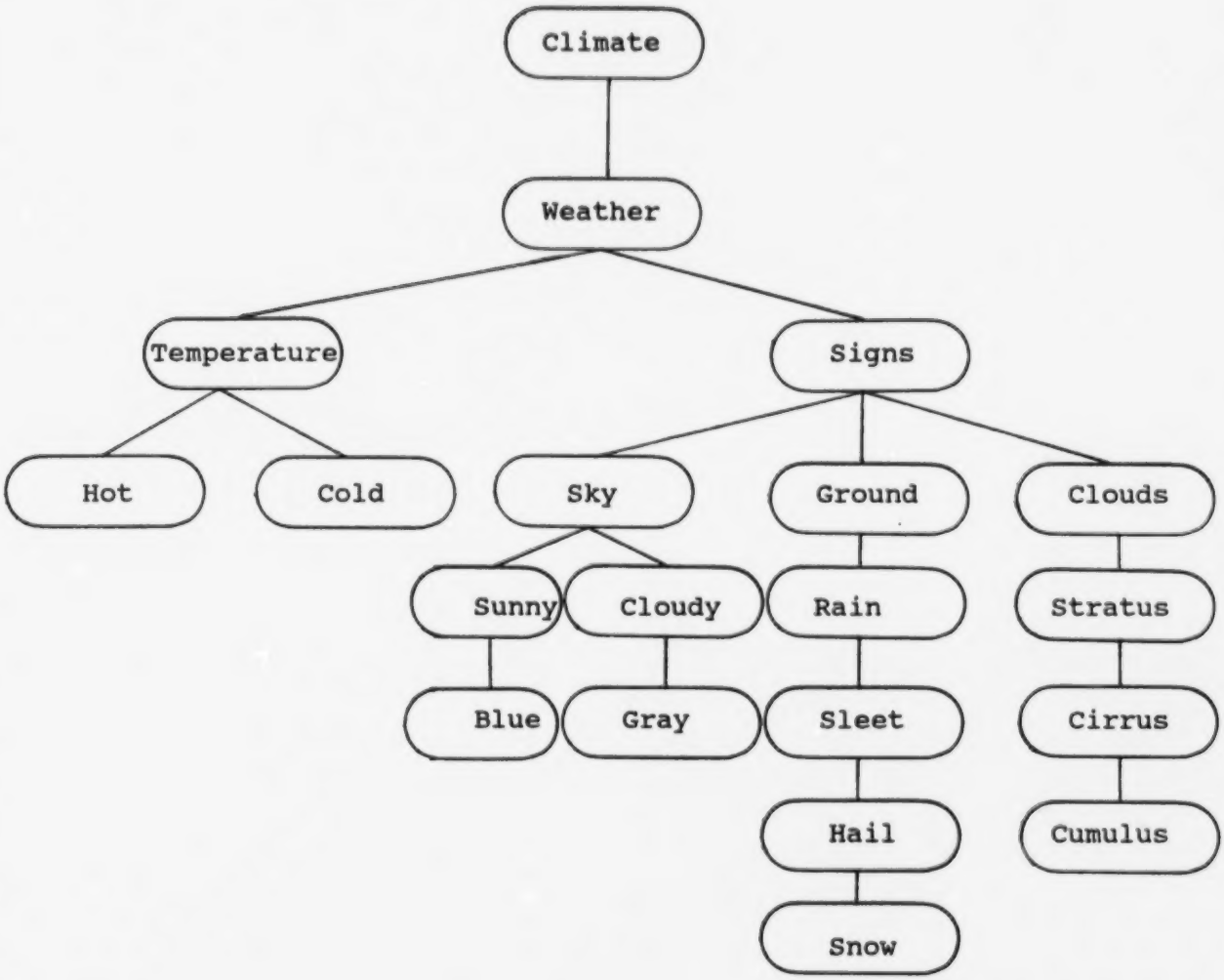


Figure 4


Climate
Weather
Temperature
Signs
Hot
Cold
Sky
Ground
Clouds
Sunny
Cloudy
Rain
Stratus
Blue
Gray
Sleet
Cirrus
Hail
Cumulus
Snow

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ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Vocabulary

"When I use a word," Humpty Dumpty said in a rather scornful tone, "it means just what I choose it to mean. . . ."

"The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master—that's all." (Lewis Carroll, *Through the Looking-Glass,* 1872)

The nature and origins of words have long held a fascination for interested scholars and lay public, not only to satisfy intellectual curiosities, but also because word knowledge has particular importance in literate societies. For the same reasons, scholarly interests have turned toward determining the nature of vocabulary development—that is, how and to what extent speakers and writers of English become, like Humpty Dumpty, masters of our lexical stock.

The outcomes of these investigations are of more than passing interest to educators; for word knowledge contributes significantly to achievement in the subjects of the school curriculum, as well as in formal and informal speaking and writing. In fact, a substantial body of research has been published in this century concerning the educational implications of these vocabulary studies (Dale and Razik 1963). The purpose of this digest, then, is to summarize briefly how these interests are expressed in current literature and to suggest some sources available for further reading.

Definition of Vocabulary

The vocabulary, or *lexicon,* of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer. Contained within this lexical storehouse is a core vocabulary of the words used to name common and fundamental concepts and situations of a culture, as well as subsets of words that result from one's personal, social, and occupational experiences. Probably the most important influence on one's speech is the simple circumstance of the language spoken in the country of one's birth. Each of us grows up interacting with and interpreting the world around us, to a large degree through the medium of language.

Sources of English Vocabulary

Languages are as vibrant and dynamic as the cultures of which they are a part, and the lexical stock of a language is a vivid example of this linguistic principle. Words are, after all, no more than labels for *concepts* about the world around us, and as new concepts emerge or old ones change the lexical stock changes accordingly. It is a linguistic paradox that change is a constant when applied to vocabulary. Many words in common use 200 years ago are now obsolete, just as many words in use today will be tomorrow's artifacts.

The English language is no exception, with a lexicon that reflects its many sources of origin and the effects of change over time. Besides the core stock of words rooted in Anglo-Saxon beginnings, English contains additional thousands of of words borrowed from language communities with whom we have come in contact. Both of these sources have provided yet more words—those that have been derived from earlier word forms by addition of prefixes and suffixes or those that have been shifted to new grammatical functions. Still more words have emerged by the process of compounding in which existing words are joined to form new combining parts of words, or simply by creating new words out of "whole cloth." The ingredients of our lexical stock are indeed rich and varied. (See Bolton 1982, Francis 1965, Laird 1981, Pyles 1971, Shipley 1977.)

Vocabulary Development

We do not learn most of our words by looking them up in a dictionary. Rather, we learn them *in the context of our experiences with listening, speaking, reading, and writing.* Many studies have been undertaken to determine the nature and extent of children's vocabulary development (Petty, Herold, and Stoll 1968). These studies demonstrate the truly prodigious linguistic accomplishments that children attain by the time they reach school age. While estimates vary, by age six most children have active vocabularies numbering in the several thousands of words (deVilliers 1978).

There is, however, an important difference between knowing words and understanding their broad range of uses and referents. For vocabulary development is first and foremost a matter of concept development. For this reason considerable attention has been turned in recent years to children's semantic development; that is, to the development of word meaning. (See Anglin 1970, deVilliers 1978, Foss and Hakes 1978.) These studies illustrate that *how* words are used, not their length or frequency of use, indicates children's lexical maturity and, commonly, their intellectual maturity as well (Straw 1981, 185).

Vocabulary Instruction

Vocabulary development is, of course, a lifetime undertaking in which schools play a critical role in enriching and extending the young child's basic lexical repertoire, particularly through the medium of written language. Yet, "it is not the enlargement of vocabulary itself that is of value but the enlargement of the mind to new ideas" (Petty, Herold, and Stoll 1968). For this reason, vocabulary instruction properly belongs in all subjects of the curriculum in which students meet both new ideas and the words by which they are represented in the language.

The opportunities for vocabulary instruction are especially pronounced, however, in language arts and reading where words themselves can be an appropriate focus of study. Bearing in mind the dictum that knowledge of word meaning is the ultimate objective of study, teachers can provide numerous opportunities for students to explore the origins and forms of words as a means of extending and enriching their word knowledge. (See Dale and O'Rourke 1971, Hodges 1982, Johnson and Pearson 1984.)

Teachers can also use students' personal experiences and prior knowledge to develop vocabulary in the classroom. Through informal activities such as *semantic association* students brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list. *Semantic mapping* goes a step further, grouping the words on the list into categories and arranging them on the visual "map" so that relationships among the words become clearer. In *semantic feature analysis* words are grouped according to certain features, usually with the aid of a chart that graphically depicts similarities and differences among features of different words. Finally, *analogies* are a useful way of encouraging thoughtful discussion about relationships among meanings of words. (See Johnson and Pearson 1984, 33-50, for illustrations of these activities.)

The linguist W. N. Francis once commented that "many people . . . go through life with a vocabulary adequate only to their daily needs . . . but never indulging in curiosity and speculation about words. Others are wordlovers—collectors and connoisseurs. . . . But even those who aspire no further than to the writing of good clear expository prose must become at least amateur connoisseurs of words. Only this way—not by formal exercises or courses in vocabulary building—will they learn to make the best possible use of the vast and remarkable lexicon of English" (Francis 1965, 164-65).

The success or failure of schooling to foster word knowledge is in large part dependent upon teacher attitude toward vocabulary. Thus, in the final analysis, teachers who are "wordlovers" themselves provide students both with a potent example of the value and pleasure that can be derived from exploring the richness and diversity of the English lexicon, and with classroom contexts for such exploration by drawing on students' shared experiences. Students may thus learn that language learning is a lifelong venture, one in which written language plays a particularly important role. Every contact with written language affords an opportunity to learn more not only about the writing system we use—its structure and how words are spelled—but also about the meanings and uses of words themselves.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ276096
AU: Beck,-Isabel-L.; McKeown,-Margaret-G.
TI: Learning Words Well--A Program to Enhance Vocabulary and Comprehension.
PY: 1983
JN: Reading-Teacher; v36 n7 p622-25 Mar 1983
AV: Reprint: UMI
DE: Cognitive-Processes; Grade-4; Intermediate-Grades; Program-Descriptions; Semantics-
DE: *Reading-Comprehension; *Reading-Instruction; *Student-Role; *Teaching-Methods; *Vocabulary-Development
AB: Outlines a program of vocabulary development that contains cognitive, affective, and physical elements. Points to test results showing that the program has been effective with fourth grade students. (FL)

AN: ED294670
AU: Bunish,-Norbert-T.
TI: Using Vocabulary Acquisition To Improve the Performance in Reading and Attitude of Students in Second Grade.
PY: 1988
NT: 130 p.; Ed.D. Practicum, Nova University.
PR: EDRS Price - MF01/PC06 Plus Postage.
DE: Grade-2; Primary-Education; Reading-Comprehension
DE: *Elementary-School-Students; *Program-Development; *Reading-Improvement; *Receptive-Language; *Student-Attitudes; *Vocabulary-Development
AB: Written by a counselor-teacher-program coordinator working in an urban elementary school, this practicum aimed to improve the receptive vocabulary development program for second grade students. Specific goals were to: (1) improve second grade students' receptive vocabulary; (2) use students' improved receptive vocabulary to increase their reading comprehension; and (3) improve students' attitude toward reading through their experience of success in vocabulary development activities and reading vocabulary and comprehension tests. To attain these goals, a receptive vocabulary development program based on the selection and combination of various techniques was implemented. Techniques used involved context clues, increased time on task, explicit phonics instruction, parental involvement, the use of multisensory activities, student motivation, and exposure to a variety of written and printed materials. Evaluation data indicated that all participating students enlarged their receptive vocabulary, increased their reading comprehension, and improved their attitude toward reading. It is concluded that a receptive vocabulary development program which uses a variety of quick-paced multisensory activities, combined with a sustained silent reading program with home and school components, can increase reading comprehension as well as improve students' attitudes toward reading. Sample program materials are appended. (Author/RH)

AN: EJ315150
AU: Carr,-Eileen-M.
TI: The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention.
PY: 1985
JN: Journal-of-Reading; v28 n8 p684-89 May 1985
AV: UMI
DE: Secondary-Education; Student-Experience; Study-Skills; Teaching-Guides
DE: *Metacognition-; *Prior-Learning; *Reading-Comprehension; *Reading-Strategies; *Teaching-Methods; *Vocabulary-Development
AB: Describes a metacognitive approach to improving vocabulary. The method trains students to establish a network of relationships among words and relate the words to personal experiences. (HOD)

AN: EJ271058
AU: Duffelmeyer,-Frederick-A.
TI: Expanding Children's Vocabulary.
PY: 1982
JN: Reading-Horizons; v23 n1 p64-66 Fall 1982
AV: Reprint: UMI
DE: Beginning-Reading; Primary-Education; Teaching-Methods
DE: *Learning-Activities; *Reading-Comprehension; *Reading-Instruction; *Vocabulary-Development
AB: Describes an instructional technique for expanding children's vocabulary that embodies the principle that learning involves relating new experiences to what is already known. (FL)

AN: ED238867
AU: Frederick,-E.-Coston
TI: Teaching Content Through Reading. A Human Experience.
PY: 1984
AV: Charles C. Thomas, 2600 S. First Street, Springfield, IL 62717 ($18.75).
NT: 202 p.
DE: Higher-Education; Individual-Instruction; Inservice-Teacher-Education; Preservice-Teacher-Education; Reading-Instruction; Secondary-Education; Study-Skills
DE: *Concept-Teaching; *Content-Area-Reading; *Reading-Comprehension; *Teacher-Education-Curriculum; *Teaching-Methods; *Vocabulary-Development
AB: This textbook is not about reading; rather, it is a book about how to teach content by employing reading techniques. It has been designed for preservice and inservice teachers to enhance their ability to teach subject matter. Heavy emphasis is placed on vocabulary development in content areas. Five chapters are devoted to individual directed reading activities on: (1)

teaching concept comprehension; (2) vocabulary teaching techniques; (3) determining student readiness to understand content; (4) guiding silent reading, oral reading, and discussion; and (5) homework assignments and testing. Other topics covered include expressive application activities which involve speaking and writing or other forms of demonstration that concepts have been learned, and the use of the cloze technique. (JD)

AN: ED255905
AU: Gentile,-Lance
TI: Using Sports for Reading and Writing Activities: Middle and High School Years. A Fun with Reading Book.
PY: 1983
AV: Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($12.50).
NT: 223 p.; For a related document, see ED 233 022.
DE: Athletics-; Elementary-Secondary-Education; High-Schools; Integrated-Activities; Language-Skills; Middle-Schools; Reading-Instruction; Word-Recognition; Writing-Instruction
DE: *Content-Area-Reading; *Learning-Activities; *Reading-Comprehension; *Study-Skills; *Vocabulary-Development
AB: Intended for teachers, parents, and middle and high school students, this workbook contains a variety of reading and writing activities directed at teaching and learning in the areas of word recognition, vocabulary, comprehension, and study skills. It provides an alternative to drill by presenting the activities in which sports-oriented students may use their experiences directly and become active participants in the reading process. Each activity is related to a specific sport and includes a statement of purpose, the materials needed for the activity, a discussion of the language skill addressed, and directions for completing the activity. (HOD)

AN: ED277977
AU: Goodman,-Kenneth-S.; Bird,-Lois-Bridges
TI: On the Wording of Texts: A Study of Intra-Text Word Frequency. Program in Language and Literacy Occasional Paper, No. 6.
CS: Arizona Univ., Tucson. Coll. of Education.
PY: 1982
AV: Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
NT: 52 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Elementary-Secondary-Education; Language-Research; Reading-Instruction; Reading-Research
DE: *Language-Patterns; *Language-Usage; *Lexicology-; *Reading-Comprehension; *Vocabulary-Development; *Word-Frequency

AB: Analyzing word frequency in six complete texts, a study investigated how vocabulary can be used to define texts. The texts included three stories from 5th and 6th grade readers, selections from literature anthologies for 8th grade and 12th grade students, and a magazine essay for adults. Results indicated that if particular words occur frequently in a text, they do so because the language requires it. Few words were found to occur in all of the texts; those that did were almost all function words, "be" forms, or pronouns. Analyses of word frequency lists revealed that some content words occurred more than others simply because they referred to common concepts. Overall, findings suggested that the wording of any text is not random and that, in fact, texts "self-control" their vocabulary. These results suggested that (1) readers can build dependable strategies for dealing with words common in a text but less common in the language as a whole; (2) authors and editors should concentrate on relating the content of texts to the audience rather than focus on controlling vocabulary through the use of word lists; and (3) teachers concerned with vocabulary development should focus on functional use of words in the context of real texts rather than resort to decontextualization lists or dictionary exercises. (JD)

AN: EJ354162
AU: Hague,-Sally-A.
TI: Vocabulary Instruction: What L2 Can Learn from L1.
PY: 1987
JN: Foreign-Language-Annals; v20 n3 p217-25 May 1987
DE: Associative-Learning; Language-Acquisition; Learning-Processes; Learning-Strategies; Second-Language-Instruction; Second-Language-Learning; Semantics-; Teaching-Methods
DE: *Language-Research; *Reading-Comprehension; *Transfer-of-Training; *Vocabulary-Development
AB: Summarizes five theories explaining the relationship between word knowledge and comprehension of text in native language acquisition and explores possible implications for second language researchers and practitioners. (Author/CB)

AN: ED274959
AU: Heimlich,-Joan-E.; Pittelman,-Susan-D.
TI: Semantic Mapping: Classroom Applications. Reading Aids Series, IRA Service Bulletin.
CS: International Reading Association, Newark, Del.
PY: 1986
AV: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 230, $3.50 member, $5.00 nonmember).
NT: 56 p.; Research was funded by the Wisconsin Center for Education Research.

DE: Advance-Organizers; Associative-Learning; Cognitive-Development; Elementary-Education; Independent-Study; Prewriting-; Reading-Instruction; Schemata-Cognition; Teaching-Guides; Visual-Learning; Vocabulary-Skills
DE: *Cognitive-Mapping; *Learning-Strategies; *Reading-Comprehension; *Study-Skills; *Teaching-Methods; *Vocabulary-Development
AB: Ways in which semantic mapping can be used for general vocabulary development, as a prewriting and prereading activity, as a postreading activity, and as a study skill strategy are presented in this teaching guide. The first two sections provide an introduction to semantic mapping, and outline the three most common uses of semantic mapping as an instructional strategy. The third section presents classroom applications as follows: (1) a guided postreading activity--grade one; (2) a pre- and postreading vocabulary building and writing activity--grade one; (3) a prereading and vocabulary building activity--grade two; (4) a study skill strategy in science--grade five; (5) semantic mapping in music--grades two through five; (6) a pre- and postreading vocabulary building activity--grade six; (7) a pre- and postreading vocabulary building activity--grade eight; (8) a prewriting organizer--grade six; (9) a study skill in English class--grade eight; and (10) a study skill in history--grade seven. Examples taken from elementary and middle school classes in language arts, science, music, and history follow an objectives/procedure/comments format with supporting figures. A list of suggested readings on semantic mapping is included. (JD)

AN: ED229737
AU: Hennings,-Dorothy-Grant
TI: Teaching Communication and Reading Skills in the Content Areas.
CS: Phi Delta Kappa, Bloomington, Ind.
PY: 1982
AV: Phi Delta Kappa, 8 and Union, Box 789, Bloomington, IN 47401.
NT: 98 p.
DE: Cognitive-Processes; Elementary-Education; Integrated-Activities; Language-Arts; Reading-Instruction; Science-Instruction; Social-Studies; Study-Skills; Teacher-Role
DE: *Communication-Skills; *Content-Area-Reading; *Content-Area-Writing; *Reading-Comprehension; *Reading-Skills; *Vocabulary-Development
AB: Intended for elementary school teachers who want to incorporate language skill-building activities into their subject area instruction, this booklet provides practical teaching strategies based on research about how children learn to read and communicate. The three major sections of the booklet deal with (1) teaching comprehension and study skills across the curriculum, (2) vocabulary development in the content areas, and (3) writing instruction across the curriculum, specifically in science and social studies. Each section offers instructional

models synthesized from research and a number of specific instructional strategies. (FL)

AN: EJ308506
AU: Hershfield,-Arlene
TI: "Hey, Look at Me!" An Examination of the Psycholinguistic Theory of Reading and Its Application in the Classroom.
PY: 1984
JN: TESL-Talk; v15 n3 p47-55 Sum 1984
DE: Relevance-Education; Second-Language-Instruction; Teaching-Methods
DE: *Concept-Formation; *English-Second-Language; *Memory-; *Reading-Comprehension; *Semantics-; *Vocabulary-Development
AB: Presents reading activities for second language students to demonstrate how new vocabulary and concepts can be introduced and practiced in stimulating, meaningful way. Students also learn that facts within a story relate to what has been read and what will be read, and their knowledge and skill at problem-solving is more important than individual printed symbols on the page. (SL)

AN: ED254830
AU: Johnson,-Dale-D.; And-Others
TI: An Investigation of the Effects of Prior Knowledge and Vocabulary Acquisition on Passage Comprehension. Program Report 84-5.
CS: Wisconsin Center for Education Research, Madison.
PY: 1984
NT: 46 p.; A report from the Program on Classroom Processes: Skill Development--Language Arts. Funding was also provided by Ginn and Company.
DE: Comparative-Analysis; Grade-4; Intermediate-Grades; Language-Acquisition; Teaching-Methods
DE: *Prior-Learning; *Reading-Comprehension; *Reading-Instruction; *Reading-Research; *Reading-Strategies; *Vocabulary-Development
AB: A study was conducted to identify the contributions of both prior knowledge and prereading vocabulary instruction to passage comprehension. In addition, semantic mapping and semantic feature analysis--instructional strategies that build upon students' prior knowledge--were compared with a modified basal approach for effectiveness as prereading instructional treatments for both vocabulary acquisition and passage comprehension. Fourth grade students from 13 classrooms were placed in either a full, partial, or control treatment group. Students in the full treatment group received prereading vocabulary instruction and read a basal passage prior to taking vocabulary and comprehension tests; subjects in the partial group either received vocabulary instruction or read the passage prior to testing; and subjects in the control group neither received vocabulary instruction nor read the passage before testing. Results showed that all three

treatments were effective in teaching target vocabulary words. Significant gains were observed between the vocabulary pretest and posttest for the students receiving full and partial instruction. Findings also confirmed a strong relationship between prior knowledge and reading comprehension. Students with a high level of prior knowledge did well on the passage comprehension test regardless of treatment. While there were no significant treatment differences between subjects on the passage comprehension test, when they were grouped by prior knowledge level, there was a tendency for comprehension scores of students in the mapping and feature analysis groups to be higher than scores of those who received traditional instruction. (Lesson plan outlines are appended). (FL)

AN: ED276222
AU: Kinnison,-Lloyd-R.; Pickens,-Idalia-R.
TI: Teaching Vocabulary to the L.D. Student from an Interactive View of Reading Comprehension.
PY: [1984]
NT: 22 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Background-; Concept-Formation; Elementary-Secondary-Education; Knowledge-Level; Word-Recognition
DE: *Advance-Organizers; *Learning-Disabilities; *Reading-Comprehension; *Teaching-Methods; *Vocabulary-Development
AB: Schema Theory, the use of the learner's background knowledge for the building of new knowledge, is applied to improving reading comprehension skills and teaching vocabulary words and concepts to learning disabled students. Semantic mapping is a vocbulary strategy which produces the interaction between prior knowledge in a graphic form. For purposes of vocabulary development, semantic mapping extends knowledge by displaying words in categories to help familiarize the learner with new words in relation to known words. Ten steps for teaching with semantic mapping include selecting the focal word or concept, asking the students to think of as many words as possible related to the focal word or concept, using the target words in sentences, and finally, reading the selection. The procedure of semantic mapping is also applied to the identification of words through the mapping of word families. A three-page list of references and three examples of mapping are offered. (DB)

AN: EJ364348
AU: Kusnetz,-Len
TI: Help Your Child Become a Super Reader.
PY: 1987
JN: PTA-Today; v13 n1 p10-12 Oct 1987
AV: UMI
DE: Elementary-Education; Junior-High-Schools

DE: *Home-Study; *Reading-Improvement; *Vocabulary-Development
AB: A program to help a child develop a powerful vocabulary and become a better reader is described. A starter kit containing specific kinds of books and a notebook is used. Kit suggestions for students in junior high school, grades three or four, and grades five or six are offered. (MT)

AN: EJ272430
AU: Mathews,-Barbara-A.; Seibert,-Jane-B.
TI: A Successful Program for First Grade Remedial Reading Instruction.
PY: 1983
JN: Reading-Teacher; v36 n4 p406-10 Jan 1983
AV: Reprint: UMI
DE: Beginning-Reading; Grade-1; Primary-Education; Program-Content; Reading-Improvement; Reading-Skills
DE: *Learning-Activities; *Reading-Comprehension; *Reading-Instruction; *Remedial-Reading; *Summer-Programs; *Vocabulary-Development
AB: Describes a summer remedial reading program for first-grade students. Includes discussions of the activities and strategies used to promote comprehension, fluency, and vocabulary development. (FL)

AN: ED262375
TI: Mission Possible: Handling Reading Problems in the Regular Classroom. 1st Edition.
CS: Oklahoma State Dept. of Education, Oklahoma City.
PY: 1985
NT: 258 p.; Prepared by Reading Section.
DE: Content-Area-Reading; Elementary-Education; Instructional-Materials; Language-Experience-Approach; Phonics-; Reading-Difficulties; Reading-Improvement; Reading-Processes; Reading-Programs; Reading-Strategies
DE: *Reading-Comprehension; *Reading-Diagnosis; *Reading-Instruction; *Student-Motivation; *Teaching-Methods; *Vocabulary-Development
AB: Intended for reading teachers, this resource book provides a variety of practical suggestions and materials for motivating students to read. Chapter one deals with removing roadblocks to reading, including such things as low expectations, a poor self-concept, lack of self-control, lack of flexibility, and lack of time and of interest. Chapter two deals with reading diagnosis. It contains a definition and discussion of diagnosis; an informal reading inventory; information about efficient record keeping; physical screening checklists; and practical teaching suggestions for the visual, auditory, and kinesthetic learner. Chapter three discusses the sight, phonics, and multisensory methods of teaching reading as well as the language experience, linguistic, and shared book experience approaches. Chapter four

covers vocabulary development, clues for teaching vocabulary, sight vocabulary, word identification skills, word meanings, and language development. Chapter five focuses on factors influencing comprehension and how to teach it, while chapter six deals with teaching students to read content area text books and discusses strategies for helping students with the text and for motivating them. The appendix contains the Jordan Oral Screening Test, a list of commercial informal reading inventories, the Jordan Auditory Screening Test, a scale and materials to determine a child's instructional level of reading, the Dolch Basic Word Lists--for teachers and students, instructions and material for teaching reading with the first 300 of 3,000 high frequency words, and a bibliography. (EL)

AN: EJ313492
AU: Monroe,-Eula-E.; Hicks,-Reta-D.
TI: 44 Ways to Teach Word Meanings.
PY: 1985
JN: Clearing-House; v58 n5 p218-19 Jan 1985
AV: UMI
DE: Elementary-Secondary-Education; Word-Recognition
DE: *Learning-Activities; *Reading-Comprehension; *Reading-Instruction; *Vocabulary-Development
AB: Describes 44 methods for introducing, reinforcing, and extending vocabulary in the reading program. (FL)

AN: ED298471
AU: Nagy,-William-E.
TI: Teaching Vocabulary To Improve Reading Comprehension.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.; National Council of Teachers of English, Urbana, Ill.
PY: 1988
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52384-015, $4.95 member, $7.50 nonmember--ISBN-0-8141-5238-4); International Reading Association, PO Box 8139, 800 Barksdale Rd., Newark, DE 19714-8139 (No. 151, $4.95 member, $7.50 nonmember--ISBN-0-87207-151-0).
DE: Class-Activities; Elementary-Secondary-Education; Reading-Research; Reading-Skills; Teaching-Methods DE: *Reading-Comprehension; *Vocabulary-Development; *Vocabulary-Skills
AB: Based on the best available research, this publication describes the most effective methods of vocabulary instruction for the improvement of reading comprehension. Examples of useful approaches to vocabulary instruction aimed at students past the initial stages of reading are presented for use or adaptation by classroom teachers. The publication's main emphasis is on the use of prereading activities, but the primary purpose is to provide

the teacher with a knowledge of how and why vocabulary-related activities can be chosen and adapted to maximize their effectiveness. Sections of the publication discuss: (1) reasons for failure of vocabulary instruction; (2) partial word knowledge; (3) problems of traditional methods of vocabulary instruction; (4) efficiency of vocabulary instruction; and (5) the trade-off between effective instruction and incidental learning. (Fifty-five references are appended.) (RS)

AN: ED246392
AU: Nagy,-William-E.; And-Others
TI: Learning Words from Context. Technical Report No. 319.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1984
NT: 64 p.
DE: Basic-Vocabulary; Learning-Theories; Reading-Comprehension; Reading-Habits; Reading-Improvement
DE: *Context-Clues; *Learning-Processes; *Reading-Research; *Reading-Skills; *Vocabulary-Development
AB: To test the hypothesis that a large proportion of school children's vocabulary growth occurs through incidental learning from written context, a study was conducted using 57 eighth grade students of average and above average reading ability. The subjects read a 1,000 word expository or narrative text. After reading, subjects completed two vocabulary assessment tasks on 15 target words from each passage, an individual interview, and a multiple choice test, both designed to test partial knowledge of word meanings. Results of within-subject, hierarchical regression analyses showed small but statistically reliable gains in word knowledge from context. Tentative extrapolations from the results and current estimates of the volume of children's reading resulted in the conclusion that incidental learning from context accounts for a substantial proportion of the vocabulary growth that occurs during the school years. (Author/CRH)

AN: EJ324393
AU: Nagy,-William-E.; Herman,-Patricia-A.
TI: Incidental vs. Instructional Approaches to Increasing Reading Vocabulary.
PY: 1985
JN: Educational-Perspectives; v23 n1 p16-21 Spr 1985
AV: UMI
DE: Elementary-Secondary-Education; Language-Arts; Language-Skills; Word-Recognition; Word-Study-Skills
DE: *Learning-Theories; *Reading-Comprehension; *Verbal-Ability; *Vocabulary-Development; *Vocabulary-Skills; *Word-Frequency
AB: Advocates the use of incidental vocabulary learning to assist students in vocabulary expansion and reading comprehension. Addresses the issues of the number of words students would have

to know to make substantial gains and what type of word knowledge is necessary to facilitate reading comprehension. (ML)

AN: EJ331215
AU: Nelson-Herber,-Joan
TI: Expanding and Refining Vocabulary in Content Areas.
PY: 1986
JN: Journal-of-Reading; v29 n7 p626-33 Apr 1986
AV: UMI
TA: Teachers; Practitioners
DE: Directed-Reading-Activity; Learning-Strategies; Prior-Learning; Readability-; Secondary-Education
DE: *Concept-Formation; *Content-Area-Reading; *Reading-Comprehension; *Teaching-Methods; *Vocabulary-Development; *Word-Study-Skills
AB: Argues that new vocabulary words should be presented in concept clusters and related to prior knowledge to facilitate organization in memory. Presents a sample lesson for science vocabulary. (HOD)

AN: EJ293085
TI: Open to Suggestion.
PY: 1984
JN: Journal-of-Reading; v27 n4 p364-66 Jan 1984
AV: UMI
DE: Educational-Games; Remedial-Reading; Secondary-Education; Teaching-Methods
DE: *Reading-Skills; *Study-Skills; *Vocabulary-Development
AB: Contributors describe two classroom activities for secondary school reading students: a study-reading technique and a vocabulary game. (AEA)

AN: EJ293111
AU: Singer,-Harry; And-Others
TI: Relationship between Curriculum Scope and Reading Achievement in Elementary Schools.
PY: 1984
JN: Reading-Teacher; v37 n7 p608-12 Mar 1984
AV: UMI
DE: Comparative-Analysis; Elementary-Education; Program-Improvement; Reading-Programs
DE: *Content-Area-Reading; *Curriculum-; *Reading-Achievement; *Reading-Instruction; *Reading-Research; *Vocabulary-Development
AB: Reports on a study of the curriculum in six paired elementary schools in Los Angeles. Concludes that, if a school has low scores on inferential, interpretive reading, the cure is probably not to give students more of the basics but to develop their vocabularies and general knowledge by providing broad instruction in the content areas. (FL)

AN: EJ316555
AU: Stahl,-Steven-A.
TI: To Teach a Word Well: A Framework for Vocabulary Instruction.
PY: 1985
JN: Reading-World; v24 n3 p16-27 Mar 1985
AV: UMI
DE: Cognitive-Processes
DE: *Reading-Comprehension; *Reading-Instruction;
*Teaching-Methods; *Vocabulary-Development
AB: A framework developed to describe effective vocabulary instruction suggests that teaching methods can be described by the types of information they provide and the types of processing they require. (FL)

AN: EJ331220
AU: Stahl,-Steven-A.
TI: Three Principles of Effective Vocabulary Instruction.
PY: 1986
JN: Journal-of-Reading; v29 n7 p662-68 Apr 1986
AV: UMI
NT: Special Issue: Vocabulary.
DE: Educational-Improvement; Reading-Instruction;
Secondary-Education; Teaching-Methods; Word-Study-Skills
DE: *Cognitive-Processes; *Educational-Principles;
*Reading-Comprehension; *Teacher-Effectiveness;
*Vocabulary-Development
AB: Discusses three principles that characterize effective vocabulary instruction (contextual and definitional information, active processing, and multiple exposures) and describes how these principles can be used to modify and improve existing methods of teaching word meanings. (HOD)

AN: EJ324394
AU: White,-Thomas-G.
TI: Background Knowledge vs. Individual Words.
PY: 1985
JN: Educational-Perspectives; v23 n1 p22-27 Spr 1985
AV: UMI
DE: Elementary-Secondary-Education; Language-Arts;
Language-Skills
DE: *Instructional-Improvement; *Learning-Theories;
*Reading-Comprehension; *Verbal-Ability; *Vocabulary-Development;
*Vocabulary-Skills
AB: Reexamines two plausible explanations of why vocabulary knowledge and reading comprehension are so highly correlated. Describes and analyzes the "instrumental" and "knowledge" hypotheses of word meanings. Additional positions on vocabulary instruction are also presented. (ML)

AN: EJ303972
AU: Wilson,-Robert-L.
TI: Building Trust...and Vocabulary.
PY: 1984
JN: Exercise-Exchange; v30 n1 p44-45 Fall 1984
AV: UMI
DE: Higher-Education; High-Schools; Teaching-Methods
DE: *Context-Clues; *Reading-Skills; *Vocabulary-Development
AB: Describes an exercise to help students break their dependency on the dictionary and to trust themselves to derive the meaning of unfamiliar words from the surrounding context. Students read a sentence containing an unfamiliar word, infer the meaning from the context, then design a new sentence using the word. (HTH)

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